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ABSTRACT

This is one unit of the series described in SO 000 378. The teacher's major concern must be the establishment and development of criteria by which the student can interpret the present. The intellectual history should develop a picture of that which is unique in our society, and offer the student a basis for understanding himself and his environment. The emphasis of the unit is on values held by Americans rather than on the forces affecting them whether they be economic or social. The material shows the maturing of the American Mind from the Puritan experiment during our Colonial period through the conflict of the twentieth century. Specific objectives are: 1) to identify uniquely American patterns of thought, and the influencing factors; 2) to understand that a free society breeds conflict of ideas, and that democracy provides an avenue for resolution; 3) to appreciate the range of achievements in art, music, literature, drama all as an integral part of American culture; 4) to realize the role of the individual in forming public opinion, and in social development and change; and, 5) to create their own philosophy of life taking into consideration the ideas and rights of others. (SBE)

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TITLE III E.S.E.A.

UNITED STATES HISTORY IN THE SECONDARY SCHOOL

AMERICAN MIND

SP 000 380

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THE AMERICAN MIND

Prepared by

Ocean County Title III
Social Studies Project

Experimental Edition - Subject to Revision

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A FACILITATING ENVIRONMENT FOR

A MEANINGFUL PROGRAM IN

UNITED STATES HISTORY

Project Members

David Oxenford, Point Pleasant Beach High School, Director

Carolyn Campbell, Helping Teacher, N.J. State Department of Education
Charles Crowley, Jackson Junior-Senior High School, 1963-1968
Rosalind Gertner, Lakewood High School
Lyn Hartwick, Helping Teacher, N.J. State Department of Education, 1969
Peter Hnottavange, Southern Regional High School, 1963-1967
Peryl King, Central Regional High School
Arthur Leask, Point Pleasant Beach High School, 1969
Charles Moffett, Southern Regional High School, 1967-
David McTague, Point Pleasant High School
Robert Sparks, Brick Town High School
George White, Jackson Junior-Senior High School, 1968-
Charles Wood, Toms River High School

Consultants

Art	William King, Illustrator, Asbury Park Press
Audio-Visual	Frank Uhl, Point Pleasant High School
Curriculum	Dr. Dorothy Fraser, Coordinator of Social Sciences, Hunter College
General	Dr. Charles S. Whilden, Ocean County Superintendent of Schools, 1963-1968
	William F. White, Ocean County Superintendent of Schools, 1968-
Library	Sally Gerloch, Point Pleasant Beach High School

PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

Agriculture
American Mind, The
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.

2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.

3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

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4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.

5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.

6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.

7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

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I. Overview

In creating a meaningful past, the teacher's major concern must be the establishment and development of criteria by which the student can interpret the present. The intellectual history of the United States should develop a picture of that which is unique in our society, and offer the student a basis for understanding himself and his environment.

This unit will seek to find an answer to the question, "How did Americans get to be the way they are in the last third of the 20th century?" The answers sought will be from the realm of ideas and the emphasis of the unit will be on values held by Americans rather than on the forces affecting them whether they be economic or social. The beliefs men cherish will be paramount to the actions of individual leaders.

The major premise of many of the activities included herein is that there are distinctively American ways of thinking and acting. The caricature of a typical American, of course, is to be avoided, but the character and force of American thought, that which might be uniquely American, is to be researched and, if possible, interpreted for its value in today's world.

Included in the subject matter content is suggested material showing the maturing of the American Mind from the Puritan experiment during our Colonial period through the

I. Overview Continued

conflict of the twentieth century. The teacher might select and highlight those areas he considers most significant in producing that which is unique in the American character.

II. OBJECTIVES: To help students

A. Identify patterns of thought that seem to be uniquely American and factors that influence their formation.
Why --- To understand that while there is no one American mind or trend of thoughts, there are many aspects of our character that distinguish us from people of other cultures. This understanding should lead to a fuller appreciation of our American heritage.

B. Explore some of the factors which have influenced the shaping of American thought.
Why --- To better understand some of the institutions which we now employ and actions which have been taken, it is important to understand the way of thinking of the people in previous periods of the American past.

C. Understand that a free society such as ours breeds a conflict of ideas; that this conflict may be resolved in many ways; that democracy provides avenues for resolving this conflict.
Why --- To stress that conflict is not a new feature of our society and is, in part, a healthy sign; to demonstrate the various alternative methods for resolving conflicts; to recognize the methods of effective protest compatible with the society in which we live.

D. Appreciate the range of achievements in the fields of art, music, literature, drama, as an integral part of American culture.
Why --- To understand the part the arts can play in enriching one's live; that all facets of culture are interrelated and are an expression of the climate of the times.

E. See that the American mind is continually developing and is therefore everchanging.
Why --- To realize that they play a part in forming American opinion today, as others have in the past; to recognize that thought and change are a continuing and maturing process for individuals as well as for society as a whole.

F. Search for their own philosophy of life.
Why --- To relate their thoughts to the major ideas of today and to seek methods of making this thought effective; to recognize that in creating their own philosophy, consideration must be given to the ideas and rights of others.

III. SUGGESTED EVALUATION

A. WHAT SHOULD BE EVALUATED?

1. Student effort.

   (a) Number and variety of sources used.

   (b) Number of learning activities employed.

   (c) Quality of sources used.

   (d) Quality of activity reports.

2. Information gained: To what extent

   (a) Do students recognize that ideas and values of the present have been influenced by past generations?

   (b) Are students aware of the fact that changes in technology and circumstances of people have a direct relationship to their values, ideas and attitudes?

   (c) Do students see dominant trends reflected in art, music, and literature that are produced in America?

   (d) Do students see that changing attitudes, values, and beliefs of Americans during different periods of history result in different proposed solutions?

3. Skills gained or improved: To what extent

   (a) Research skills - Have students improved in their use of research techniques and materials? Have they used books of quotations, current biography, etc.?

   (b) Reporting skills - Have students improved their ability to report information?

   (c) See Teacher's Guide Booklet which contains a checklist of skills for development in each of the units. Listing of the two above is not meant to exclude the other skills but only to place emphasis and attention on these skills. This emphasis must, however, vary with each class.

4. Attitude changes: To what extent

   (a) Do the students recognize the number of alternatives that are available in offering solutions to current problems?

III. SUGGESTED EVALUATION (cont'd)

(b) Have students increased their understanding of the contributions of many groups to the American way of life?

(c) Have students increased their appreciation of the contributions of their forefathers to their way of life today?

B. WHAT METHODS SHOULD BE USED TO CONDUCT THESE EVALUATIONS?

1. Quantity and quality of student activity.

(a) Checklist of student activity (lists of sources used, types of sources used, activity employed, etc.)

(b) Evaluation of activity reports (progress reports during research, materials included in final report, response to report of student studying the unit, etc.)

2. Knowledge gained from unit

(a) Activity reports evaluated

(b) Student written analysis of any of the generalizations mentioned under "information gained".

(c) A written report, by each student, listing our national goals today, with student comment on changes that have taken place in these objectives.

(d) A factual quiz determining student awareness of highlights of the unit (Puritan ethics, Jeffersonian democracy, Social Darwinism, Laissez-faire, Progressivism, Welfare State etc.)

3. Skill Development

(a) Activity checklist (see B, 1, a)

(b) Activity evaluation (see B, 1, b)

(c) Evaluation of an exercise assigned to test research skill stressed in one of the activities carried on by the student during the unit.

4. Attitude changes

(a) Student philosophy written at beginning and end of unit.

(b) Results of an attitude survey given at the beginning and the end of the unit.

IV. LEARNING ACTIVITY - QUOTATIONS

A. Purpose

1. To encourage analysis of American thought about basic issues as expressed by various segments of society in successive stages of our national development.

2. To understand the relationship of contemporary views on basic issues to past thought on similar issue.

B. Procedure

1. Introduction: Teacher might select some pertinent quotations which will stimulate thought, discussion, debate and research. Examples of quotations characteristic of American thought on various issues in different periods of our history are:

   a. "Democracy, I do not conceive that ever God did ordain as a fit government for either church or commonwealth. If the people be governors, who shall be governed?" Rev. John Cotton, 1647. (Many sources discuss the Puritan theocracy in Massachusetts Bay Colony.)

   b. "The greater the truth, the greather the libel." Lord Mansfield, 1704-1793. (Test this statement by studying the John Peter Zenger case.)

   c. "I have heard something said about allegiance to the South. I know no South, no North, no East, no West to which I owe any allegiance." (The American mind turning toward nationalism following the War of 1812, as shown by this statement of the influential Henry Clay.)

   d. "The very essence of a free government consists in considering offices as public trusts, bestowed for the good of the country, and not for the benefit of an individual or a party." - John C. Calhoun, 1835. (Study "Spoils System" and present political practices.)

IV. LEARNING ACTIVITY - QUOTATIONS (cont'd)

e. "This country is filling up with thousands and millions of voters, and you must educate them to keep them from our throats." Ralph Waldo Emerson, 1844. (Study the "Know Nothing" period in Massachusetts.)

f. "During the thirty or forty years of their independence, they have done absolutely nothing for the sciences, for the arts, for literature, or even for the statesmanlike studies of politics or political economy." (Sydney Smith, British critic, 1820.) (Study American literary, artistic, scientific and political contributions of the late 18th and early 19th century in determining whether this indictment of the American mind is justified.)

g. "Is the great working class oppressed? Yes, undoubtedly it is. God has intended the great to be great and the little to be little." Rev. Henry Ward Beecher, 1877. (Study the Labor Movement or introduce the Gospel of Wealth following the Civil War 1870-1916.)

h. "So even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident that all men are created equal.'" Dr. Martin Luther King - 1968.

2. Development

a. Students and teacher will decide on areas of thought they wish to examine. They may select issues such as federal-state relationships, religious freedom, labor-management relations, education, military service, civil rights, and poverty.

b. Find quotations applicable to the selected issue.

c. Students, individually or in small groups, study the quotations to:

(1) Identify how various points of view in a given period were based on conditions of the times.

IV. LEARNING ACTIVITY - QUOTATIONS (cont'd)

(2) Compare views of earlier periods with those expressed.

(3) Relate the views to their own developing philosophy.

d. Methods of reporting to the class are suggested on the student direction sheet.

3. Evaluation

a. Students should be able to place a given quote in its historical perspective and justify its placement.

b. Students should be able to select a quote and show how it would illustrate or contrast with American thinking today.

THE AMERICAN MIND

IV. LEARNING ACTIVITY - NOVELS

A. Purpose

1. (general)

   a. To show that the American mind is a composite of many minds.

   b. To indicate that student interest may be stimulated more by the imagination of the author than by historical fact.

2. (specific) From the study of novels to show the following:

   a. One of the basic foundations of any novel is to present an idea or ideas.

   b. The material in a novel reflects the interpretation the writer has on a way of life, a problem, or a situation.

   c. There may be many different ideas, interpretations, attitudes about society, and the problems of society.

   d. The reasons authors have many interpretations about the same event, result from their education, experience, frame of reference, and physical environment, etc.

   e. There is a direct relationship between the quality of ideas and the composition of population. The goverment's establishment of copyright and patent laws show their recognition of the value of ideas.

   f. New ideas are difficult to acquire and our curiosity about them is responsible for the demand for books.

   g. Ideas in novels may have an influence on an individual's behavior.

   h. Respect for other ideas is necessary to prevent confusion and disintegration of society.

   i. Favorable postal rates for novels and other educational materials emphasize the importance our government places on ideas.

   j. The novel is just one source of ideas that reflects the American mind.

THE AMERICAN MIND

IV. LEARNING ACTIVITY - NOVEL (cont'd)

B. Procedure

1. Introduction

a. Select recent novels from the Social Studies learning center or library with their jackets and display same along the tray of the chalk board.

b. Plan a lead question such as: "What is the relationship of the American mind to the titles of the novels on display?" The lead question should create a teacher-pupil discussion on the relationship of the novel to the American mind.

c. Make arrangement to use the Social Studies learning center for the making of transparencies.

2. Development

a. Have pupils list a number of titles of novels that have been written that reflect the American mind.

b. Have them select a typical American novel, and write a historically significant book review of it.

3. Evaluation

a. Oral: Evaluate group discussion on the values found in the novel that have significance for American thought.

b. Written: Grade book reports for similar values and ideas.

THE AMERICAN MIND

IV. LEARNING ACTIVITY - RECORDINGS

A. Purpose

1. To motivate or arouse interest in the topic through another medium of communication.

2. To make comparisons of changes in the American way of thinking through music and words.

3. To help trace development of the American way of thinking through music and words.

4. To demonstrate how music has in many cases influenced thought and action.

5. To use the emotional appeal of music as an incentive to learning.

6. To understand how music is sometimes the result of an emotion such as nationalism.

B. Procedure

1. Introduction

   a. The teacher might set the stage by using illustrations of the relationship of music with the past.

   b. The resources of the music department might be called upon. A music teacher might discuss the development of American music from its dependence on European art forms to the emergence of modern interpretative jazz and "rock".

2. Development

   a. Individual students might research and investigate various aspects of American life and find music to illustrate their theme, i.e., politics (Up In Central Park, Fiorello), sociology (West Side Story), community (Music Man), patriotism (war songs, martial music), historical periods of time (from colonial minuet to modern rock and roll.)

   b. Many of these activities may be taped in learning center.

IV. LEARNING ACTIVITY - RECORDINGS (cont'd)

3. Evaluation

a. Play a record and have students indicate their impressions of time and place. Upon what do they base their judgments?

b. Play selective pieces from various periods of American history. Have students match theme and era.

IV. LEARNING ACTIVITY - PHOTOGRAPHY

A. Purpose

1. To have the students discover the sociological and historical changes in their community through a survey of the types of architecture.

2. To initiate research through individual investigation of their community.

3. To draw conclusions as to why and how these changes occur in society.

4. To contrast the present with the projected thinking of the future in architecture.

B. Procedure

1. Introduction: The teacher should study the area first to determine which places are representative of the following periods of architecture: colonial, victorian, modern (apartments, split-level, modernistic). A discussion with the students will reveal the extent of their knowledge of types of architecture and their recommendations of buildings to be looked at. The aid of the art department might be sought for help in distinguishing between the various periods of architecture. An architect from the community might be invited or interviewed to contribute his thinking on the subject.

2. Development

   a. Plan areas to visit after introducing discussion.

   b. Photograph outstanding examples of representative architecture.

   c. Show finished slides as point of departure for for analyzing historical and sociological change.

   d. Possible questions for discussion:

      1. What is the effect of apartment living on the family and the community?
      2. What are the advantages and disadvantages of living in a development?
      3. How do the houses of a community reflect the economics of the period?

IV. LEARNING ACTIVITY - PHOTOGRAPHY (Cont'd)

PICTURE TAKING (Cont'd)

e. Prepare a file of the slides for the learning laboratory.

f. The same form of this activity could be covered in future years in other areas showing historical or sociological change in the community such as communication, recreation, businesses, religious establishments, transportation, and the like.

3. Evaluation: Evaluation is made of the students' ability to interpret socio-economic change through their collection of slides.

THE AMERICAN MIND

IV. LEARNING ACTIVITY - HISTORICAL SOURCES

A. Purpose

1. To provide depth for the superior student.
2. To provide a basis for conceptual thinking.
3. To encourage research into historical interpretation.
4. To present diverse ideas on similar topics so that the student will be encouraged to create his own analysis.
5. To provide a fund of knowledge the student may call upon for enrichment and understanding of the cultural heritage that is the American way of life.

B. Procedure

1. Introduction: Choose a topic that is one of those previously selected by the students for research. The teacher may ask the class if there is a "Southern Mind"? Why are they more willing to accept a "Southern Mind" and not an "Eastern" or "Western" one? What might be the results of this for America?
2. Development
   a. Help student select readings.
   b. By joint pupil-teacher planning, decide on method of presentation.
   c. Allow time for research by microfilm in the learning center.
3. Evaluation: An analytical paper will be written and presented to the class by the student. This paper is to be discussed by the class and defended by the student writer.

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IV. LEARNING ACTIVITY - ATTITUDE SURVEY

A. Purpose

1. To identify today's values.

2. To observe the variety of values evident in a democratic society.

3. To help determine if there is a typical American point of view.

4. To help the individual student understand himself and his relationship to his peers and society.

B. Procedure

1. Introduction

a. Stimulate an open ended discussion among students to determine how people acquire good, bad, right, wrong, attitudes. Points to be brought out could be:

1. Geographic location
2. Historical background
3. Educational background
4. Religious background
5. Political background

b. Discussion should now be directed toward what comprises value judgments of our current way of life. Basic questions should be encouraged such as:

1. Why are young people in rebellion against their parents' middle class standards?

2. Is religion on the decline in America?

3. Do drugs serve a purpose in the formation of new social changes?

4. Should a person have to obey a law if he objects on moral grounds?

IV. LEARNING ACTIVITY - ATTITUDE SURVEY Continued

5. Do families apply too much pressure on students to enter college?

6. Are people forced to conform today?

7. Do public demonstrations serve a practical purpose?

2. Development

a. Have the students compile a list of value judgment questions which survey American thought and culture.

b. Students determine the way the "typical" American or other groups react to survey.

c. Students determine their own position on current questions.

d. Answers to questions may be in two columns, one for students individual response and one for how he feels "average American" would answer.

e. Have students explore the procedures for the formulation of items to be questioned and gain a knowledge of sampling procedures.

3. Evaluation: At the conclusion of the activity, teachers can compare value judgments formed at the beginning of their study to observe change in degree of maturity.

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IV. LEARNING ACTIVITY - FEATURE FILMS

A. Purpose

1. To motivate interest in a particular era.

2. To add variety.

3. To present a well done visual picture of some phase of American culture.

4. To encourage students to critically analyze the social forces at work in America.

B. Procedure

1. Introduction

a. Select a good full length feature film that depicts the era under discussion, e.g., The Grapes of Wrath for the period of the depression.

b. Set the scene with an appropriate background designed to raise certain questions in students' minds.

2. Development

a. Show film to entire class with no further elaboration than provided for in introduction.

b. Following film, discuss features of the depression (or other era that might be depicted) such as effect on farmers, governmental attitude (both state and federal), conditions of the land.

c. When questions raised indicate sufficient interest, have students go back and view film in learning center - individually or in small groups. Film should be rented for one week to allow sufficient time for large and small group use.

d. Culminating assignment may be either a discussion or a perpared paper centered on alternatives offered in the 1930's.

3. Evaluation: If culminating discussion or student papers indicate comprehension of government's enlarged role in subsequent years and of the change from the "depression psychology" the movie was worthwhile as a teaching device.

THE AMERICAN MIND

IV. LEARNING ACTIVITY - CHOOSING ILLUSTRATIONS OF TYPICAL AMERICANS

A. Purpose

1. To discover <u>if</u> there is a typical American.
2. To discover common threads running through accepted characterizations of Americans.
3. To help students rate themselves as "typical" Americans.
4. To help students discover the value of current magazines in interpreting modern America.
5. To help students to differentiate between characterization and caricature.
6. To investigate use of stereotypes in building images of typical Americans.

B. Procedure

1. Introduction: It would be advisable before starting this activity for the teacher to have collected enough typically American magazines (Life, Look, Ebony Newsweek, etc.) to distribute in the largest class. This could also be done with the aid of the librarian and could be greatly facilitated by materials available in a learning center such as microfilm printers.
2. Development
   a. Have students use magazines to find illustrations of typical American thought and actions.
   b. Type of magazine used can vary with the sophistication of students, but various types should be represented in every class.
   c. Have students evaluate use of stereotypes as portrayed in pictures of typical Americans.
3. Evaluation
   a. At the beginning of the unit have students describe a typical American.
   b. This procedure should be duplicated at end of unit for comparative evaluation.

IV. LEARNING ACTIVITY - ROLE PLAYING

A. Purpose

1. To have the students work towards verbal expression of an idea.

2. To discover a variety of ways in which an idea can be implemented.

3. To use role playing as a means of studying current protest movements and their effect on the formation of American thought.

B. Procedure

1. Introduction

   a. Teacher may explain role playing as a technique to members of the class.

   b. Transparencies showing various types of protest might be used to help identify protest forms.

2. Development

   a. Have the students identify an area of protest.

   b. Form small groups with each group taking a different manner of protest.

   c. Analyze the forms of protest.

   d. Have the class determine the form of protest which proved most effective in a particular issue.

3. Evaluation: Subjective evaluation by teacher and students of the student portrayal of a form of protest method. This evaluation may be guided by student discussion of the portrayal.

IV. LEARNING ACTIVITY - STUDENT INTEREST SURVEY

A. Purpose

1. To promote student interest by involving students in the planning of the study of the unit.

2. To discover the areas which students feel worthy of study.

3. To encourage students to be aware of the ideas of others.

4. To serve as a evaluation tool at the conclusion of the unit.

5. To encourage further research at the conclusion of the unit.

B. Procedure

1. Introduction:

a. Prepare a bulletin board that might feature book jackets, record covers, paintings, and pictures which demonstrate some phases of American culture.

b. Use the bulletin board as a springboard to lead to pupil discussion of topics such as:

1. Is there a "typical" Russian? American? Englishman?

2. What does a typican American think?

3. What makes an American think as he does?

4. Are ideas modified by time and place?

2. Development

a. Under teacher guidance students formulate questions of interest dealing with the unit.

b. Most important questions are placed in a questionnaire.

c. Questionnaire formed may serve as a guide to the study of the unit.

d. Students at the end of the unit may be asked to submit, in written form, their answers to the questions as a unit summary.

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IV. LEARNING ACTIVITY - STUDENT INTEREST SURVEY (cont'd)

3. Evaluation

a. Questions collected from the students may serve as an indication to the teacher of the student knowledge of topic prior to the study of the unit.

b. Evaluation of pupil response to the questionnaire at the end of the unit will help the teacher judge the ideas and information gained by the study.

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IV. LEARNING ACTIVITY - DRAMA

A. Purpose

1. To show the ideas held by playwrights concerning segments of the American way of life.

2. To stimulate interest and variety in the study of American culture.

3. To assist the student in using another media as a tool in interpreting the American way of life.

B. Procedure

1. Introduction

   a. Discuss with the students the many media which may be used to express an idea.

   b. The teacher might call upon a colleague who handles dramatics to speak to the students concerning plays as a media of expression of the American way of life.

2. Development

   a. Students select a play or plays that they believe reflect the American way of life.

   b. Students study the play and research its historical setting.

   c. From their study the students should attempt to interpret the authors views of American society and the period of time in which the plot occurs. Student presentation may take many forms such as: written reports, taped discussion, and dramatization.

3. Evaluation

   a. Students presenting the interpretation of a play as an activity may be judged on the depth of their study of the play and its setting and the creativity illustrated by their presentations.

   b. The ability of the class to interpret dramatizations as a media of the expression of the American way of life following the unit may be judged by their evaluation of a play excerpt.

IV. LEARNING ACTIVITY - FIELD TRIPS

A. Purpose

1. To substitute an actual visit to the past for words of pictures.

2. To encourage the student to feel a part of the American past.

3. To provide an experience for the many students whose travel has been limited.

4. To encourage the students to give scope to their imaginations.

B. Procedure

1. Introduction

a. Teacher should become personnally acquainted with:

Allaire Smithville Batsto	representative of colonial America
Lakewood	representative of Gilded Age

b. Teacher should help the students become aware of nearby places of historical interest that could be visited.

c. Teacher may select with students the places to be visited.

2. Development

a. A student committee with the assistance of the teacher should plan carefully the detail of the proposed visit: transportation, time, food, date, etc.

b. A student committee should research and report on the historical background of the site to be visited.

c. Several places may be visited by different groups with an exchange of information upon their return.

IV. LEARNING ACTIVITY - FIELD TRIPS

3. Evaluation

Students may present their impressions of the trip by one of the following:

a. A written report.

b. A slide program.

c. A skit demonstrating the historical significance of the site visited.

d. Reviewing a book in which the place visited played a major role.

e. A display featuring sketches of buildings or objects observed during the visit.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - QUOTATIONS

PARTICIPANTS - Groups or individual

PURPOSE - To explore the development of American thought about a particular topic through a study of various quotations.

POSSIBLE PROCEDURE

1. Decide whether you wish to work alone or in a group.

2. Select a topic or issue that you or your group can develop. For example, federal-state relationship, religious freedom, labor-management relations, education, military service, civil rights, poverty.

3. Research your topic in the learning center library. Microfilm, periodicals, or filmstrips, may prove as valuable as books in this area.

4. Select pertinent quotations, not necessarily famous or from famous men, but indicative of American thinking on your subject during certain representative periods.

5. Study the quotations to:

   a. Identify how various points of view in a given period had their foundations in conditions of the times.

   b. Compare views of earlier periods with those expressed today.

   c. Compare leading views, both past and present, to your own ideas about the topic.

6. Reports on information gathered can be made in one of the following ways:

   a. Present a dramatization that places quotations in their proper settings.

   b. Prepare a written report.

   c. Prepare a display of cartoons illustrating these quotations.

   d. Tape selected quotations and your analysis of them.

   e. Prepare an illustrated oral report. Transparencies, charts, etc., could be used.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - Novels

PARTICIPANTS - Individual or groups

PURPOSE - To show that facets of the American mind can be expressed through the use of fiction.

POSSIBLE PROCEDURE

1. Select and read a novel related to the American way of thinking.
2. Determine the author's main idea and prepare reports for presentation to the class.
   a. Transparencies could be used.
   b. Tapes could be created and used.
   c. The report to the class should show the relationship of the author's idea to the American mind.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - RECORDINGS

PARTICIPANTS - Individual and group

PURPOSE - So that you may:

1. See changes in the American way of thinking through music and words.
2. Trace development of the American way of thinking through music and words.
3. See how music has influenced thought and action.
4. See how music is sometimes the result of an emotion such as nationalism.

POSSIBLE PROCEDURE

1. Present folk songs of various periods of history.
   a. A student could bring in a guitar and present songs.
   b. A singing group could be invited to present songs.
2. Collect examples of protest music of other eras.
3. Collect examples of nationalistic music and relate to the appropriate historical period.
4. Take a popular tune and put words to it relative to some issue of current conflict.
5. Select music set to popular advertising commercials to see that the success of a commercial often depends on the lasting worth of the song.
6. Research various aspects of American life and find music to illustrate a chosen theme such as:
   a. Politics - Up In Central Park, Fiorello
   b. Sociology - West Side Story
   c. Community - Music Man
   d. Patriotism - War songs, martial music
   e. Historical Periods - From colonial minuet to modern rock and roll.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - PHOTOGRAPHY

PARTICIPANTS - Group

PURPOSE - To discover changes in our community that are reflected in our homes and buildings.

POSSIBLE PROCEDURE

1. List places in your community that represent different periods of architecture, or different periods of history.

2. Discuss with your group which places are most typical.

3. Plan a walking tour through sections of the community where representative examples can be found.

4. You may want to research the characteristics of the colonial and Victorian periods of architecture in the library or learning center either before or after planning the trip.

5. Photograph the examples considered best. Evaluate and place in photo file.

6. After you have completed your tour plan to conduct a class discussion on the reasons for change or lack of change in your community.

7. Some points for additional research could be:

   a. To justify Frank Lloyd Wright's statement "Form follows function."

   b. Discover the thinking of architects in planning for the future. (Example Habitat)

   c. To draw plans for an ideal home.

   d. To collect pictures for a bulletin board display showing the changes in architecture in the United States.

   e. To compare architecture in various sections of the United States, such as in the desert, the mountains, farm areas, cities. Consider the ways in which the natural environment affects the type of construction. Consider how they reflect the economic position of their owner.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - HISTORICAL SOURCES

PARTICIPANTS - Individual

PURPOSE - To investigate diverse ideas on similar topics and to create your own analysis of these ideas from research you have completed.

POSSIBLE PROCEDURE

1. Choose a topic for research such as: Is there a "Southern mind"?

2. Read Mind Of The South by Cash.

3. Read selected chapters from C. Van Woodward's, The South In American History and M. Lerner's, America As A Civilization.

4. Research articles from American Historical Association, American Heritage, or other available material including current periodicals.

5. Look for answers to such questions as:

   a. What is White Supremacy to a Southerner?
   b. What is sectionalism in the modern connotation?
   c. What is meant by the "Closed Society"?

THE AMERICAN MIND

STUDENT DIRECTION SHEET - ATTITUDE SURVEY

PARTICIPANTS - Class or groups

PURPOSE - To observe the variety of values in our society today so that you can attempt to determine if there is a typical American point of view. Also, you should see how you and your fellow students relate to society.

POSSIBLE PROCEDURE

1. Decide whether you wish to work in groups or as an entire class.

2. Collect questions

    a. Look through newspapers and magazines to observe expressions of current ideas and interests.

    b. Use the microfilm materials for gathering information.

    c. Form "yes" or "no" questions which seek value judgments on current issues.

3. Attitude Survey

    a. Committee of students should be formed to prepare a composite questionaire to test student values.

    b. A total number of questions to be asked should be decided upon.

    c. It is helpful to categorize the questions according to the topic, such as:

        1. Religion
        2. Politics
        3. War
        4. Morals
        5. Teenage problems
        6. Drugs
        7. Others

    d. The sample population to be tested should be decided upon:

        1. Only your class
        2. Only the junior or senior class
        3. Compare your class with the total from Senior class
        4. Decide if you wish to compare the results from your school with results from another high school using your questions.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - ATTITUDE SURVEY (Cont'd)

4. Decide if the sample population is "conservative", "liberal", or "average".

   a. Each individual should compare his own responses with the survey results.

   b. Compare classroom results with survey results.

5. Explanation of major issues

   a. Analyze the opinions expressed by the sample population.

   b. See if some of the attitudes expressed through the survey would warrant your attention. For example:

      1. What can be done to make students more aware of current social problems?

      2. What can be done to make students more politically active?

      3. If prejudice exists, can it be overcome?

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THE AMERICAN MIND

STUDENT DIRECTION SHEET - FEATURE FILM

PARTICIPANTS - Class

PURPOSE - To present a well done visual picture of some phase of American culture and to critically analyze the social forces at work in America.

POSSIBLE PROCEDURE

1. Select film to be used.

2. Acquire a background for the film by:

   a. Research in library.
   b. Discussion in class.
   c. Examination of the reviews of the picture.

3. Discuss the major ideas expressed in the film and how they agree or disagree with ideas held by most Americans.

4. Discuss the value of presenting current problems and historical events by motion picture.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - CHOOSING ILLUSTRATIONS OF TYPICAL AMERICANS

PARTICIPANTS - Class, group, or individual

PURPOSE - To explore the idea that there is a typical American and discover how this idea is presented to the public.

POSSIBLE PROCEDURE

1. Browse through a magazine and choose a picture or advertisement and explain why you chose it as being typically American.

2. List the various areas represented such as transportation, personal cleanliness, eating habits and the like. See if you can explain the following:

   a. Is there a typical American?
   b. If so, how would you describe him?
   c. Do you consider yourself a typical American? Why or why not?
   d. What in our background has helped create the magazine picture of an American?
   e. How do members of minorities fit the typical American pattern?

3. Create a stereotype of a typical American. These may be in form of posters, composite pictures, transparencies, or other media.

4. Create an advertisement that is written with the typical American in mind. What ideas used appeal to the typical American?

5. Study the possible effects of American advertising on minority groups.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - ROLE PLAYING

PARTICIPANTS - Groups

PURPOSE - To examine methods of protest and their effect on the formation of American thought through the technique of role playing.

POSSIBLE PROCEDURE

1. Determine the problem in your environment that disturbs you most.

2. Determine the forms that protest might take in objecting to this problem.

3. Develop each form of protest.
   Examples:

   a. Make signs for demonstration.
   b. Attempt to petition for correction of grievances.
   c. Write letters to newspaper, etc.

4. Portray various forms of demonstration in class.

5. Discuss various forms of demonstration to decide which you think are most effective.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - STUDENT INTEREST SURVEY

PARTICIPANTS - Groups or entire class.

PURPOSE - To determine the ideas in American society you and your fellow students feel worthy of study.

POSSIBLE PROCEDURE

1. In a buzz group explore the question, "Is there a typical American way of thinking and acting?"

2. List some ideas or traits that you consider typically American.

3. Look over some materials that you believe help explain what is typically American.

4. List some basic questions concerning American ideas and practices that you would like to know more about.

5. Questions that you submit will be organized by a group of students into a study guide for the unit.

6. As you study the unit answer these questions as a means of summarizing the material.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - DRAMA

PARTICIPANTS - Class, group or individual

PURPOSE - To examine the expression of American thought the study of plays.

POSSIBLE PROCEDURE

1. Select a play that you believe provides a picture of an authors conception of America and the American way of life during a particular period of its history. Some of the following plays might be selected:

   a. The Crucible
   b. The Patriots
   c. Our Town
   d. Inherit the Wind
   e. Winterset
   f. Awake and Sing
   g. Home of the Brave
   h. Death of a Salesman
   i. Ah Wilderness

2. Read the play to:

   a. Help understand the characters and the plot.
   b. Select ideas of the American way of life expressed by the author.

3. Research the historical scene.

4. Prepare a reaction tape or a discussion to answer the following questions:

   a. How does the play reflect an era of American history?
   b. What view of the American way of life is the author presenting?
   c. What comparison can be made between these views and your view of the present day?

5. Your reaction to the play can also be presented by selecting and presenting excerpts of the play with a comentary on the authors views.

THE AMERICAN MIND

STUDENT DIRECTION SHEET - FIELD TRIPS

PARTICIPANTS - Class

PURPOSE - To visit places of historic significance, to see at first hand how people of various times expressed themselves in architecture, art, crafts and other forms of self-expression.

POSSIBLE PROCEDURE

1. Research places to visit in your locality. These may be representative of changing designs of architecture, cultural events or historic sites.

2. Within or near our own area of Ocean County are such places as:

Allaire Batsto Smithville	Colonial and Early America
Lakewood	Representative of the Gilded Age (The Gould Estate)

3. Farther from our area, but within easy travel time is the Du Pont museum, Winterthur, an excellent example of Americana located in Wilmington, Del. Also easily reached are Philadelphia, Valley Forge, and New York City.

THE AMERICAN MIND

V. SUGGESTED CONTENT GUIDE

A. The impact of the colonial experience on the American mind.

1. Colonists reflect the influence of European thought.

a. The Puritan experiment as a dominant intellectual force centers in New England.

b. "Cavalier" aristocracy and the "planter" society exert political and social influence in the South.

c. Old world "Enlightenment" extends its influence to the New World.

d. The "new rationalism" is exemplified by Benjamin Franklin's philosophy of social utility.

2. The impact of the frontier adapts older ideas to the emerging American mind.

B. The intellectual and social aspects of the American Revolution.

1. Elements of democracy vie with conservatism.

2. Republicanism and the social contract bring American reinforcement to Western European ideas of individualism and equalitarianism.

C. Intellectual currents in a growing nation.

1. Jeffersonian Democracy: reason, freedom of inquiry, and the natural aristocracy.

2. Jacksonian Democracy: The people, the parties and the unlimited power of the majority.

3. Humitarianism and social reform.

4. Physical expansion and "Manifest Destiny".

D. The breakdown of the American consensus

1. The Peculiar Institution

a. Master, poor whites, and slaves

b. The ethic of the master race

c. Right and wrong in the slavery issue

V. SUGGESTED CONTENT GUIDE (cont'd)

2. Force and freedom: social and philosophic paradox of the Post-Civil War era.

a. The South in defeat and the concept of the New South.

b. White supremacy and industrialism change the South.

c. Sectionalism reintroduced.

3. Issues of industrial capitalism

a. "Social Darwinism" and "Laissez-Faire" capitalism

b. The Gospel of Wealth

c. The juxtaposition of wealth and poverty

E. The impact of industrialism and urbanism: A search for remedies

1. The farmers response: the Agrarian Crusade

2. The political response: progressive reform

3. The social gospel: religion in a business society - The Protestant ethic reconsidered.

4. The social gospel in action: Hull House and other experiments in private social welfare.

5. Mass culture

a. The Chautauqua Movement
b. American education reevaluated

F. Implications of a machine society

1. Veblen's "Theory of the Leisure Class"

2. The machine as an accepted social force.

V. SUGGESTED CONTENT GUIDE (cont'd)

G. Science, law, and literature come of age.

1. The influence of Darwin on philosophy

2. Pragmatism: Dewey, Sumner, Holmes, Beard

3. The Rise of Realism - Twain, Crane, Dreiser

H. Conflicting currents in 20th century American thought.

1. Nationalism and isolation vs. international cooperation.

a. The meaning of war.

b. Social consciousness deepens to international concern and responsibility.

2. The age of optimism.

a. The Jazz Age: An American ergy introduces the revolt of youth and presages change in social mores.

b. Inventions (movies, cars) remake leisure and morality.

c. Religion: Modernism vs. fundamentalism.

d. Return to "normalcy": renewed faith in private enterprise and destiny of the U.S.

3. Decade of despair

a. The depression philosophy.

b. Necessity merges individualism into the security of the group.

4. New America emerges

a. The concept of the general good encourages passage of Welfare acts.

b. The doctrines of liberalism and conservatism clash and change.

V. SUGGESTED CONTENT GUIDE (cont'd)

c. The search for national goals for modern America.

1. The present scene
   a. The issue of minority again.
   b. International concern or retreat to a new isolationism?
   c. The new protest.

2. The scope of the imagination scans the America of tomorrow.

VI. Suggested Resources

A. Bibliography

1. Non-fiction - General and Specific

Allen, F. Only Yesterday
Since Yesterday
The Big Change
Angle, P., ed. The American Reader
Berger, J. & D., eds. Readings In American History
Boorstin, D. Genius of American Politics
Lost World of Thomas Jefferson
What Happened to the American Dream
Brown, R., ed. The Human Side of American History
Bryce, J. The American Commonwealth
Botkin, B., ed. A Treasury of American Anecdotes
A Treasury of American Folklore
Carmer, C. America Sings
Carter, H. The Angry Scar
Cash, W. Mind of the South
Chase, G. America's Music
Commager, H. The American Mind
Living Ideas in America
Commager, H. and Nevins, A., eds. The Heritage of America
Degler, C. Out of Our Past (New American Nation series)
Diamond, S. The Creation of Society in the New World (Berkley ser)
Dorra, H. The American Muse
Dos Passos, J. The Men Who Made The Nation
Flexner, J. The Pocket History of American Painting
Forester, C. The Age of Fighting Sail
Hacker, L. and Zahler, H., eds. The Shaping of the American Tradition
Hacker, L. and Zobler The United States In The 20th Century
Herzberg, M. This Is America
Holbrook, S. Age of the Moguls
Dreamers of the American Dream
Horan, J. The Desperate Years (1930's)
Howard, J. Our American Music
Hurd, C. & E., eds. A Treasury of Great American Letters
Ives, B. Tales of America
Kennedy, G., ed. Education for Democracy (Amherst series)
Evolution and Religion (Amherst series)
Democracy and the Gospel of Wealth (Amherst ser.
Pragmatism and American Culture (Amherst series)
La Fallette, S. Art in America
Larkin, O. Art and Life In America

VI. Suggested Resources Cont'd

Latham, E. Meaning of McCarthyism (Amherst series)
Lavender, D. Land of Giants
Lerner, M. America as a Civilization
Levin, D. The Puritan In The Enlightment: Franklin and Edwards (Berkley series)
Marks, B., ed. Mark Twain's Huckleberry Finn (Amherst series)
Marx, L., ed. The Americanness of Walt Whitman (Amherst series)
May, H. The Discontent of the Intellectuals
Miller, P. Errand into the Wilderness
Morgan, E. The Puritan Dilemna
Mott, F. American Journalism: A History
Mowry, G. Era of Theodore Roosevelt: 1900-1912 (New Am. Na. ser.)
Mumford, L. Sticks and Stones
Parrington, V. Main Currents in American Thought
Redding, S. The Lonesome Road
Sandburg, C. American Songbag
Sanford, C., ed. Benjamin Franklin and the American Character (Amherst series)
Santayana, G. Character and Opinion in the U.S.
Schlesinger, A. Paths of American Thought
Sloane, E. Americana
Spiller, R. and Others, eds. Literary History of the U.S.
Steinbeck, J. America and Americans
Travels with Charlie
Stone, I. Men to Match My Mountains
Sullivan, M. Our Times
Talbot, H. The American Spirit In Architecture (Vol. XIII of the Pagcant of America)
Taylor, G. Turner Thesis (Amherst series)
Tocqueville, A. Democracy in America
Trent, W. and Others, eds. The Cambridge History of American Literature
Tyler, A. Freedom's Ferment (New Am. Nation series)
Waller, G., ed. Puritanism in Early America (Amherst series)
Whicher, G., ed. Transcendentalist Revolt Against Materialism (Amherst series)
Wish, H. Society and Thought in Modern America
Wood, J. Magazines in the United States
Woodward, W. The Way Our People Lived
Wright, L. Cultural Life of the American Colonies (New Am. Na. ser
Zabel, M. Literary Opinion in America 2 Vols. (New Am. Na. ser.)
Zoll, D. Twentieth Century

NOTE - Essay and General Literature Index and Readers Guide
Excellent guide to essays, articles and other sections or books with material pertaining to the unit

VI. Suggested Resources (cont'd)

2. Non-fiction - Biography

Adams, H. Education of Henry Adams
Aldrick, R. Gertrude Lawrence as Mrs. A.
Allen, S. Mark It and Strike It
Allen, W.G. Jonathan Edwards
Anderson, M. My Lord, What a Morning
Armitage, M. George Gershwin
Baker, L. Out On a Limb
Baker, N. Cyclone in Calico
Banning, N.C. Letters to Susan
Barrymore, E. Memories, An Autobiography
Beckhard, A.J. Black Hawk
Benet, L. Washington Irving
Benson. S. Junior Miss
Bianco, M. Winterbound
Birmingham, S. Our Crowd
Bjorn, T. Papa's Wife
Bok, E. The Americanization of Edward Bok
Bontemps, A. Famous Negro Athletes
Bowen, C. Yankee from Olympus
Bowers, C. Jefferson and Hamilton
Brown, J. Off My Chest
Buck, P. My Several Worlds
Buckmaster, H. Freedom Bound
Bucress, J. Apple on a Pear Tree
Burlinghome, R. Henry Ford
Burt, O. Brigham Young
Campanilla, R., It's Good To Be Alive
Carson, J. Son of Thunder, Patrick Henry
Cauldwell, C. Henry Ford
Chase, M.E. A Goodly Fellowship
Chosins, A. Uan Cliburn Legend
Clemens, S. Autobiography of Mark Twain
Cochran, S. Stars at Noon
Cody, W.F. Autobiography of Buffalo Bill
Coolidge, O. Eugene O'Neill
Criss, M. Jefferson's Daughter

VI. SUGGESTED RESOURCES (cont'd)

DeMille, A. Dance to the Piper
Desmond, A. Alexander Hamilton's Wife
Bewitching Betsy Benoparte
Glamorous Dolly Madison
Martha Washington
Dougherty, J. Marcus and Narcissa Whitman
Poor Richard
Eaton, J. Leader by Destiny (G.W.)
Ewan, D. Leonard Berstein
Story of George Gershwin: Man and Legend
Fanton, C. Steven Vincent Benet
Fishwick, N. Clara Barton
Fletcher, G. Preacher's Kids
Forbes, E. Paul Revere and the World He Lived In
Franklin, B. The Autobiography of Benjamin Franklin
Garland, H. Son of a Middle Border
Garst, S. Amelia Earhart, Heroine of the Skies
Jim Bridger
Sitting Bull
Gerson, N. Kit Carson
Gibson, A. I Always Wanted to be Somebody
Gilbreth, F. Belles on Their Toes
Cheaper by the Dozen
Goodrich, T. Winslow Homer
Graham, S. There Was Once a Slave
Gregory, H. Amy Lowell
Hagedorn, H. Boy's Life of Theodore Roosevelt
The Roosevelt Family of Sagamore Hill
Handy, W. Father of the Blues
Hart, M. Act One: An Autobiography
Hatch, A. General Ike
Red Carpet for Mamie
Hawthorne, H. Romantic Rebel: Nathaniel Hawthorne
Holt, R. Mary McLeod Bethune
Hudson, W. Far Away and Long Ago
Jadson, C. Thomas Jefferson
James, M. The Raven: Sam Houston
James, W. Lone Cowboy: My Life Story
Johns, P. The Frontier World of Doc Holliday
Johnson, E. Cochise, Great Apache Chief
Kane, H. The Gallant Mrs. Stonewall
Miracle in the Mountains
Keller, H. Teacher: Anne Sullivan Macy
The Story of My Life
Fisitzsky, G. Thomas Jefferson
Malcolm X The Autobiography of Malcolm X

VI. SUGGESTED RESOURCES (cont'd)

Malvern, G. Curtain Going Up!
Markey, J. World of Eli Whitney
Marshall, C. Man Called Peter
McClintic, G. Me and Kit
McGinley, P. Sixpence in Her Shoe
McKown, R. Benjamin Franklin
Miller, D. The Story of Walt Disney
Montgomery, R. Mrs. L.B.J.
Nolan, J. Abraham Lincoln
Andrew Jackson
Norman, C. The Magic-Maker: E.E. Cummings
O'Hard, F. Jackson Pollack
Orlandi, E. Life and Times of G. Washington
Ourment, A. The Amazing Alexander Hamilton
Oursler, F. Father Flanagan of Boy's Town
Parks, L. My 30 Years Backstairs at the White House
Proht, G.E. The Indispensable Man (Edison)
Pupin, M. From Immigrant to Investor
Randall, R. I, Mary (Lincoln)
Regan, R. Where's the Rest of Me?
Richardson, B. Great American Negroes
Riis, J. The Making of an American
Rizk, S. Syrian Yankee
Robinson, J. Baseball Has Done It
Roche, J.F. Alexander Hamilton
Rogers, W. Autobiography of Will Rogers
Roosevelt, E. Autobiography of Eleanor Roosevelt
This I Remember
Roosevelt, J. Affectionately, F.D.R.
Ross, I. An American Family: The Tafts
Sandford, M.H. At the Hemingways
Schoor, G. The Jack Dempsey Story
Schorer, M. Sinclair Lewis
Skinner, C. Family Circle
Smith, B. Bradford of Plymouth
Smith, G. When the Cheering Stopped
Smith, P. John Adams
Steffens, L. Autobiography of Lincoln Steffens
Steinberg, A. Daniel Webster
Stewart, A.B. Young Miss Burnsey
Stone, I. Clarence Darrow for the Defense
Stratton, M. Negroes Who Helped Build America

VI. SUGGESTED RESOURCES (cont'd)

Strade, H. Jefferson Davis
Swanberg, W.A. Citizen Hearst
Teale, E. Dune Bay
Thayer, M. Jacqueline Bouvier Kennedy
Thomas, H. U.S. Grant
Thurber, J. Years with Ross
Trevino, E. My Heart Lies North
Van Doren, C. Benjamin Franklin
Ward, J. Andrew Jackson Symbol of an Age
Washington, B. Up From Slavery
Waters, E. His Eye Is on the Sparrow
Whalen, R.J. The Founding Father: Story of J.P. Kennedy
White, W.A. Autobiography of W.A. White
Whitney, J. Abigail Adams
Weight, F.L. Autobiography
Wright, R. Native Son

3. FICTION

Aldrick, Lantern in Her Hand
Alger, H. Any title
Bonham, F. Durango Street
Bontemps, A. Chariot in the Sky
Burns Mantle - Best Plays of 1900 - Play
Cooper, J.F. Last of the Mohicans
Crane, S. Red Badge of Courage
Dos Passos, J. 42nd Parallel, The
Nineteen Nineteen
Big Money, The
Dreiser, T. An American Tragedy; Sister Carrie
Dutton, M. Thorpe, 1967
Fitzgerald, F.S. Great Gatsby
Forbes, K. Mama's Bank Account or I Remember Mamma - Play
Hawthorne, N. Scarlet Letter
Hobsm, L. First Papers
Humphrey, W. The Ordinays
Lee, H. To Kill a Mockingbird
Lewis, S. Babbitt
Main Street
Michener, J. The Bridges at Toko-ri
Mitchell, M. Gone With The Wind

VI. SUGGESTED RESOURCES (cont'd)

Moll, E. Seidman and Son
Norris, F. The Octopus
O'Connor, E. Last Hurrah
Saroyan, W. Human Comedy
Seton, I. The Winthrop Woman
Sinclair, U. The Jungle
Social Plays of the 30's - Play
Steinbeck, J. Grapes of Wrath
Stuart, J. Daughter of the Legend
Tarkington, B. Penrod
Seventeen
Three Plays of the 20's - Play
Socials Plays of the 30's - Play
Twain, M. Huckleberry Finn

VI. B. FILMS

Art in Our World
Arteries of New York City
Colonial America in the 18th Century
Concert Album
Debt to the Past
Edison, Thomas
Eisenhower, Dwight David
Folk Songs of American History
Ford, Henry
Franklin, Benjamin
Freedom Movement
Freemont, John C.
Golden Twenties
Hemingway
Hoover, Herbert
Houston, Sam
How We Got What We Have
Huckleberry Finn and the American Experience
Humanities Series
1) The Theatre
2) Our Town and Our Universe
3) Our Town and Ourselves
Hutchinson, Anne
Immigration in America's History
Innocent Years, The
Jazz Age, The
Jefferson, Thomas
Leonard Bensteins' Young Peoples' Concert Series
Life and Times of Teddy Roosevelt
Life in the Thirties
Longfellow, Henry Wadsworth
Man Who Took a Chance, The (Eli Whitney)
Man Without a Country
Mark Twain's America
New England: Background of Literature
Perfect Tribute, The
Pilgrim Adventure, The
Pilgrims, The
Plymouth Colony: The First Year
Real West
Roosevelt, Franklin Delano
Saga of Western Man Series
1) 1492
2) 1776
3) 1898
4) 1964

VI. B. FILMS (cont'd)

Stephen Foster and His Songs
Story of Dr. Carver, The
Washington, Booker T.
Webster, Daniel
What Hath God Wrought? (Morse)
Whittier, John Greenleaf
Woodrow Wilson

There are many feature films that may be rented.

VI. C. FILMSTRIPS

American History in Folk Song and Prose - series - Wm. Schoate
Builders of America - EBF Films
Challenge to American Education - Dec. '58 - N. Y. Times Series
Changing Americans - Feb. '55
Communications in the United States #19 - Yale Univ. - Pageant of America - Contemporary American Painting - EBF Films
Democracy - What You Should Know About Series - McGraw Hill
1. Basic Ideas of Democratic Society
2. Democracy in America
3. Why Study Democracy?

Development of the American Republic - S.U.E.
Establishing Social Life in a Wilderness - S.U.E.
Famous American Stories - EBF Films
History of the American Negro - McGraw Hill
Integration - 10 years - March '63 - N. Y. Times
Life in Colonial America #6 - Yale Univ. - Pageant Series
Man and His Fight for Freedom - Series - EBF
Our Colonial Beginning - House Series
Our Cultural Heritage (1789-1860)
Our Cultural Heritage (1860-1945)
Patriotic Songs Americans Sing - Brunswick Prod.
Pillars of American Strength - Oct. '65 - N. Y. Times
Steps in the Rise of American Democracy - Eyegate House
The American Cultural Revolution - Feb. '66 - N. Y. Times
The Founding of American Democracy - Eyegate
The Growth of American Education #21 - Yale Univ. Pageant Series
The New World and a New Hope - S.U.E.
The Revolution of Expectations - Eyegate
The Story of American Architecture - Yale Univ. Pageant Series
The Story of American Painting #24 Yale Univ. Pageant Series
Then and Now in the U.S. - Encyclopedia Britannica
Understanding and Enjoying Music - Series 2,3 - Brunswick Prod.
What Our Country Does For U.S. - Eyegate
What We Must Do For Our Country - Eyegate

VI. D. RECORDS

Benjamin Franklin Autobiography - L. Jesse Lemisch
Great American Speeches - Patrick Henry to Wm. Jennings Bryan
Melvyn Douglas
Harvard and American Education - Samuel Eliot Morrison
Heritage U.S.A. Vols. 1 and 2
I Can Hear It Now 1919-1932
1933-1945
1945-1949 Edward R. Murrow
Jacksonian Democracy - Samuel Eliot Morrison
John F. Kennedy Inauguration Address - John F. Kennedy
"Many Voices (1-6)" - Collection, Anthology of Literature, Olympic Ed.
Our Common Heritage
Profiles in Courage
The American Revolution - Bill Bonyun
J. Anthony Scott
The Badmen
"The Glory of Negro History" - Langston Hughes
The History of Jazz
The Voice of F.D.R. - Quentin Reynolds and F.D.R.
Time To Keep: 1963; 1964; 1965
Twain, Mark Hal Holbrook in Mark Twain Tonight
Voices of the 20th Century - Henry Fonda
White House Sdgd - Julie Harris, Hal Holbrook
You are There - John Daly

VI. E. TAPES

American Drama - Knight
American Folksongs of Protest - Recording Tapes
American Literature - Allied Radio Corp. of America
America's Magazines
Historical Poems of Modern America